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sentences for practice" here and there in the book are uplifting in tone and free from difficult syntactical puzzles; many of the sentences are from writers like Emerson, Wordsworth, Hawthorne, Holmes, and Lowell, with the author's name appended to the quotation. The definitions are crisp, and on the whole clear and accurate; they are worked up to by easy sentences. In fact, the inductive method followed by the authors is worthy of particular praise.

Some details of the book must be criticized adversely. The authors would have done well to use the terms *regular* and *irregular* for verbs instead of *weak* and *strong*. *Gender* is preferable to *sex-reference*. The term *verb*, with modifiers and complements, would do away with the awkward though common phraseology of *predicate*, simple and complete. The term *direct object*, chosen by the authors as an equivalent, appears preferable to *object complement*, the term selected. The conjugation of the verb *See* is rather eccentric on pp. 248-50. The division is into the groups present stem, past stem, tense phrases, progressive phrases, modal phrases, modal progressive phrases, *do*-phrases, verbal phrases, passive tense-phrases, passive progressive phrases, passive modal phrases, and passive verbal phrases. This arrangement is unfortunate in a book the general spirit of which is conservative.

Regarding the main order of items in the book there is bound to be difference of opinion. Here is the order chosen by the authors: I, The Sentence and the Parts of Speech; II, Predicate Complements; III, The Inflection of Nouns; IV, Phrases and Various Uses of Nouns and Pronouns; V, Compound and Complex Sentences; VI, Classes and Inflections of Pronouns; VII, Classes and Inflections of Adjectives and Adverbs; VIII, The Inflection of Verbs; IX, Verbals; X, Verb-Phrases; XI, Some Questions of Usage. Have teachers in general found this order or some other order the satisfactory one in English Grammar classes?

CHARLES ROBERT GASTON

RICHMOND HILL
NEW YORK CITY

School Agriculture with Experiments and Exercises. By MILTON WOOD,
Principal, High School, Pittsville, Wisconsin. New York: Orange Judd
Co., 1912. Pp. xv+339.

School Agriculture is intended for use as a textbook in rural and graded schools. The materials of the book are the same as those presented in several recent texts in agriculture, and perhaps three things may distinguish this book from others. There is a good balance in the use of the different fields of science that compose agriculture, there being a fair representation each of soil studies, plant studies, horticulture, animal husbandry, and rural economics. The extreme simplicity of presentation makes the book readable to an elementary student. This simplicity is sometimes secured at the expense of a brevity which may do injustice to facts, as, for example, when the idea is given that starch is practically the only product of the work of green plants. The illustrations are abundant, and some of them are designed to present to the student the very best type of plant or animal, to the end that good standards may be established. The book unifies about country life the various facts and experiments, and evinces less evidence of being made up of unorganized extracts from various sciences than is usual in texts in agriculture. It is not stated whether the particular plans for presentation as included in this book have been tried in the kind of situations to which the book is dedicated.

OTIS W. CALDWELL